

# Musicplay K-6 Correlations to Ohio State Curriculum

Completed March 20, 2009 as per newest editions of Musicplay K-6

## Academic Content Standards: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

### Grades K-4

#### Benchmark A: Identify and demonstrate basic music forms.

Kindergarten	1. Identify and demonstrate same and different.	Teacher K: Song #69 AB, #73 AB, # 109 phrases same-different, #146 phrase same-diff.
Grade One	1. Identify and demonstrate echo and call/response.	Teacher 1: #19-Kye Koolay, #23, #38, #53
Grade Two	1. Identify and demonstrate rounds/canons	Teacher/Student 2: #18, 42, 69, 87
Grade Three	1. Identify and demonstrate AB form and verse/refrain form	Listening Resource Kit 3: AB #9, ABA#4 AABB#21 Teacher/Student 3: #4- ABA AB#21, verse/refrain: #15, #39, #59, #67, #72, #75, #81, #93c #96
Grade Four	1. Identify and demonstrate partner songs and rondo form.	Teacher/Student 4: Partner Songs - #33 (Two Canadian Folk Songs), #80 Lost My Partner Rondo - #18 Cheki, #83 Whacky Music Listening Resource Kit 4: #11 Rondea

#### Benchmark B: Identify and respond to music of historical and cultural origins.

Kindergarten	2. Sing songs representing their cultures	Teachers: Songs 41, 42, 83, 89, 90, 91, 96, 103, 108, 120, 136, 142, 146, 155, 168 English North American traditional: the others
	3. Sing, listen and move to music from various historical periods	Teachers: Musical Examples 56, 69, 70, 87, 102, 113, 134, 153, 117, 172, 147, 148, 171, 175
	4. Identify, listen and respond to music of different composers.	Teachers: Musical Examples 56, 69, 70, 87, 102, 113, 134, 153, 117, 172, 147, 148, 171, 175
Grade One	2. Sing songs representing their cultures.	Teachers: Multicultural #19, 31, 43, 54, 56, 57, 64, 80, 100, 102, 103, 108 English North American traditional: the others
	3. Sing, listen and move to music from various historical periods	Listening Resource Kit 1: 43 selections from all periods

Grade Two	2. Identify and describe contrasting music styles (e.g., marches and lullabies).	Listening Resource Kit 2: #17 – compare Bach and Debussy
	3. Sing, listen and move to music from various historical periods.	Listening Resource Kit 2: 33 selections from all periods
	4. Identify, listen and respond to music of different composers.	Listening Resource Kit 2: 33 selections from 19 different composers
Grade Three	2. Sing, listen and move to music from world cultures	Teacher/Student: Songs from world cultures include 11, 18, 19, 32, 40, 46, 47, 48, 58, 61, 64, 65 71, 81, 85, 86, 88, 89, 90, 91, 96, 100, 101, 102
	3. Discuss the purpose of music from selected historical periods.	Listening Resource Kit 3: 30 selections from all periods
	4. Identify, listen and respond to music of different composers.	Listening Resource Kit 3: 30 selections from 16 different composers
Grade Four	2. Sing and respond to music from world cultures.	Teacher/Student: Songs from world cultures include 3, 16, 18, 19, 20, 22, 24, 30, 31, 32, 33, 38, 40, 41, 43, 47, 49, 55, 56, 62, 63, 65, 66, 67, 70, 79, 81, 84, 91, 92,
	3. Discuss the lives and times of composers from various historical periods.	Listening Resource Kit 4: 24 examples from all periods of music
	4. Identify, listen and respond to music of different composers.	Listening Resource Kit 4: 24 examples from 17 different composers

### **Benchmark C: Recognize the interaction of people in music.**

Kindergarten	5. Recognize how sounds and music are used in daily lives	Songs are included to use as organizers throughout the school day: #2, 4, 5, 8, 9, 13, 15, 30, Poems: Open Them Shut Them, The Sitter Poem,
Grade One	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).	Songs are included for many special occasions: Thanksgiving, Halloween (or October), Fall, Christmas, Hanukkah, Veteran's Day, St. Patrick's Day, Valentine's Day, Easter or Spring, Mother's Day
Grade Two	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).	Songs are included for many special occasions: Thanksgiving, Halloween (or October), Fall, Christmas, Hanukkah, Veteran's Day, St. Patrick's Day, Valentine's Day, Easter or Spring, Mother's Day

**Benchmark C: Recognize the interaction of people in music.**

Grade Three	5. Recognize and describe ways that music serves as an expression in various cultures.	Teacher/Student: Songs from world cultures include 11, 18, 19, 32, 40, 46, 47, 48, 58, 61, 64, 65 71, 81, 85, 86, 88, 89, 90, 91, 96, 100, 101, 102
Grade Four	5. Recognize and describe ways that music serves as an expression in regional cultures.	Birthday songs are given that are traditional Spanish and French. Students are asked to compare the birthday songs with those used in English North America.

**ACADEMIC CONTENT STANDARDS**  
**Grades 5-8**

**Benchmark A: Compare and contrast styles and forms of music from various historical periods.**

Grade Five	<p>1. Recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods. Listening Resource Kit 5: #3,4,5</p> <p>2. Compare and contrast opera and American music theatre.</p> <p>3. Research and identify music instruments from different historical periods and world cultures.</p>	<p>Listening Resource Kit: pages 10-13 students learn about the instrument families Pages 53: listen to and learn about the recorder family</p> <p>Listening examples 22,23,24,25,26 feature Renaissance instruments.</p> <p>Teacher/Student: #11 (steel drum), #60 (Chinese) #76 (African drums), #98 (flamenco), #35 Native American, #67 Didgeridoo</p>
Grade Six	1. Describe distinguishing characteristics of music forms (i.e., verse- refrain, AB, ABA, rondo, canon, theme and variations) from various cultures and/or historical periods.	Teacher Edition: Worksheet #9 and song #32, #38 repeats, #48 AABA, #59, 78 verse-chorus, Rounds/Canons #2, 25, 37, 46,56, 68, 76, 97, 99, 112,

Grade Six	2. Examine the chronological development of various music styles.	Listening Resource Kit 5: Includes time-line of periods of music
Grade Six	3. Identify the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali).	Listening Resource Kit 5: Includes time-line of periods of music

**Benchmark B: Identify composers and classify them according to chronological historical periods.**

Grade Five	4. Identify, listen and respond to music of different composers.	Listening Resource Kit 5 includes 26 pieces by 19 different composers.
Grade Six	4. Identify selected composers and their works and place them in the appropriate historical period.	Listening Kit 5 includes a timeline of historical periods and composers.

**Benchmark C: Describe how events during various historical periods have influenced the development of music.**

Grade Five	5. Recognize and discuss the influence of American history on the development of folk music.	Teacher's Edition: Song#57 Tom Dooley, Song #79 John Kanaka and Song #96 Boll Weevil all have curriculum connection suggestions asking teachers to discuss with the students how American history influenced the development of the folk song.
	6. Describe conditions under which music is created and performed in various cultures.	Teacher's Edition: Musical examples #10-11 – music in Caribbean, #47-African American, #59-60 Chinese, #73-French Canadian, #66-Japan , #67-68 Australian
Grade Six	5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.	Teacher's Edition: Song# 11-I Love This Country Teacher's Edition: Song# 12-Song for the Mira  Teacher's Edition: Song#72, Worksheet 28 – OO'Kat, Black-foot Example #66 String Quartet, Worksheet 26 – Beethoven Examples 15, 40, 53 and Worksheet 25 – Baroque and Classical Example 9-Bach Example 10-Debussy

# ACADEMIC CONTENT STANDARDS

## Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

### Grades K-4

**Benchmark A: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.**

Kindergarten	1. Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.	Musicplay for Kindergarten includes a varied repertoire of more than 150 songs
	2. Use the head voice to produce a light, clear sound.	Musicplay for Kindergarten includes many teachers suggestions for helping to develop the head voice: Song #7 addresses this
	3. Play, alone and with others, a variety of classroom instruments with proper technique.	There are many opportunities for playing classroom instruments. Suggestions for included non-pitched instruments or accompanying with Orff instruments are given. Simple borduns are suggested for Kindergarten – not full arrangements.
Grade One	1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.	Musicplay 1 includes a varied repertoire of 100+ songs. The melodic sequence includes so-mi, la-so-mi, and so-mi-do songs in Musicplay 1.
	2. Use the head voice to produce a light, clear sound.	Musicplay 1 includes activities to help develop head voice: Melody the Elephant
	3. Play, alone and with others, a variety of classroom instruments with proper technique.	Suggestions for included non-pitched instruments or accompanying with Orff instruments are given throughout Musicplay 1. Orff arrangements are included in “The Orff Source” for 15 songs.
Grade Two	1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.	Musicplay 2 includes a varied repertoire of 90+ songs. The melodic sequence includes so-mi, la-so-mi, and so-mi-do, mi-re-do and la-so-mi-re-do songs in Musicplay 2.
	2. Use the head voice to produce a light, clear sound and maintain appropriate posture.	Musicplay 2 includes activities to help develop head voice: Song #8 I Can Sing a High Note specifically addresses this.
	3. Play, alone and with others, a variety of classroom instruments with proper technique.	Suggestions for included non-pitched instruments or accompanying with Orff instruments are given throughout Musicplay 2. Orff arrangements are included in “The Orff Source” for 15 songs.

Grade Three	1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.	Musicplay 3 includes a varied repertoire of 90+ songs. The melodic sequence includes so-mi, la-so-mi, and so-mi-do, mi-re-do and la-so-mi-re-do, low la, low so and high do songs in Musicplay 3.
	2. Use the head voice to produce a light, clear sound and maintain appropriate posture.	Musicplay 3 includes activities to help develop head voice.
	3. Play, alone and with others, a variety of classroom instruments with proper technique.	Suggestions for included non-pitched instruments or accompanying with Orff instruments are given throughout Musicplay 3. Orff arrangements are included in “The Orff Source” for 9 songs
Grade Four	1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.	Musicplay 4 includes a varied repertoire of 90+ songs.
	2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.	Musicplay 4 includes activities to help develop head voice.
	3. Play, alone and with others, a variety of classroom instruments with proper technique.	Suggestions for included non-pitched instruments or accompanying with Orff instruments are given throughout Musicplay 4. Orff arrangements are included in “The Orff Source” for 16 songs

**Benchmark B: Read, write, improvise and compose melodies and accompaniments.**

Kindergarten	4. Improvise movement to songs and recorded music.	Opportunities to improvise movement are given in many songs and listening selections including #3, 5, 9, 15, 16, 23, 31, 33, 35, 36, and more.
	5. Use icons to represent the beat.	A beat chart is included in the teacher’s edition and the Big Book and the PowerPoints.
Grade One	4. Improvise on selected lyrics (text) of known songs.	Composition activities are included in Musicplay 1. New verses: #3, 21, 42 Create sound effects: #13, 29, 67
	5. Read, write and perform using eighth notes, quarter notes and quarter rests.	The reading sequence in Musicplay 1 has students identifying beat and rhythm, then sounds on a beat, then reading quarter notes, rests and eighth notes.
	6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).	The melodic sequence includes so-mi, la-so-mi, and so-mi-do songs in Musicplay 1. These songs are included sequentially with reading songs in every lesson.

Grade Two	4. Improvise and compose simple rhythmic and melodic phrases.	Composition activities are included in Musicplay 2.
	5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.	The rhythmic sequence in Musicplay 2 includes eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter. The reading songs are sequenced so that there are reading songs in a progressive sequence in every lesson throughout the school year. (40 lessons)
	6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).	The melodic sequence includes so-mi, la-so-mi, and so-mi-do, mi-re-do and la-so-mi-re-do songs in Musicplay 2. These are presented sequentially throughout the 38 lessons given.
Grade Three	4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).	Composition activities are included in Musicplay 3. Playing and Creating suggestions are included for almost every song.
	5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.	The rhythmic sequence in Musicplay 3 includes the introduction of sixteenth notes and the continued use of , eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter. 3/4 meter is introduced and labeled.
	6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).	The melodic sequence in Musicplay 3 extends the pentatonic (la so mi re do) to include high do, low la and low so in C, F, and G. Writing worksheets are include to reinforce the written skills.

Grade Four	4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.	Composition activities are included in the teacher/student editions and in the recorder activities.
	5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4 and 4/4 meter.	The rhythmic sequence in Musicplay 4 is extended to include syncopated rhythms (ti ta ti), 3/4 time signatures, and review of sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
	6. Read, write and perform extended pentatonic melodies with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).	Musicplay 4 reviews the solfege learned in 1-3, and extends it to include fa and ti.
	7. Read, write and perform melodies in treble clef.	Recorder melodies are included in Musicplay 4 for students to read and perform.

## ACADEMIC CONTENT STANDARDS

### Grades 5-8

#### **Benchmark A: Perform a piece of music, independently or in a group, with technical accuracy and expression.**

Grade Five	1. Sing and/or play, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed.	Musicplay 5 includes a varied repertoire of diverse styles of music – more than 90 songs, Orff arrangements and recorder ensembles are included.
	2. Play a variety of instruments independently and with other contrasting parts.	Orff arrangements, recorder ensembles and non-pitched percussion are used in Musicplay 5.
	3. Respond appropriately to the cues of a conductor.	Student Editions: Page 49 – conducting patterns are taught Teacher's Editions: Following Song #72, conducting patterns are taught

Grade Six	1. Sing and/or play, alone and with others, using good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate dynamic expression and tempo for the work being performed.	Musicplay 6 includes a varied repertoire of diverse styles of music – more than 90 songs, Orff arrangements and recorder ensembles are included.
	2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.	The Orff arrangements for Musicplay 6 are being compiled in a collection titled “Orff Source Vol. 2”. Arrangements for Grade Six are increasingly complex.
	3. Respond appropriately to the cues of a conductor.	Conducting patterns are discussed and demonstrated and to be practiced by students in Musicplay 6. Student Edition: page 12, conduct 2/4, 3/4, 4/4 Teacher’s Edition: Students are to conduct examples 13, 14, 15

**Benchmark B: Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.**

Grade Five	4. Create short melodies using traditional notation.	Composition is included in Musicplay 5. (page 201) Creating verses: Songs 19, 83, 93, 94
	5. Improvise melodies in a call-and-response setting.	#53 Scoo Be Doo Song and Five Four Groove #56 have opportunities to improvise.
	6. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.	The rhythmic sequence reviews all rhythms taught in Grades 1-4 and extends the sequence to include dotted half-note and syncopated rhythms.
	7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system (e.g., solfege, numbers or letters).	Major scales are introduced in Musicplay 5. #30 Sing the Scale and accompanying worksheet introduce scales in C, F and G.

Grade Six	4. Create and notate music compositions using one or more parts.	Musicplay 6 includes a composition unit that includes: - composing a verse - composing a piggyback song - composing a rap (rap accompaniments are included) - composing a 12 bar blues (blues accompaniments are included)
	5. Improvise melodies over a given bass line.	composing a 12 bar blues is part of Musicplay 6.
	6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.	6/8, 7/8 and 3/8 are used in Musicplay 6. Worksheets are included to review known rhythms and extend the learning.
	7. Identify whole steps and half steps in the major scales.	Student worksheet 8 has students identify whole steps and half steps in the major scales.

**Benchmark C: Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.**

Grade Five	8. Identify key signatures.	Key Signature Worksheet/Assessment – page 193.
Grade Six	8. Recognize key signatures.	Student Worksheet 8 – Key Signatures

**ACADEMIC CONTENT STANDARDS**

Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

Grades K-4

**Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.**

Kindergarten

1. Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).

21	Autumn Leaves		scale song, high-low
37	Pumpkin Fat	singing game	beat, high-low
13	Loud Voice - Quiet Voice		Loud-quiet, high-low
25	Air, J.S. Bach	Classical music listening	slow
26	Badinerie, J.S. Bach	Classical music listening	fast
38	Grumpy Grizzly	singing game	dynamics - loud-soft
44	Take my Little Car	fast-slow	fast-slow
46	Old Navy	action song	fast-slow
48	Old King Glory	singing game	beat, high-low
84	Page's Train	game song	fast-slow
85	Chew Chew	singalong	fast-slow
109	Burnie Bee	game song	buzzing high-low
61	Head and Shoulders	10	tempo - fast/slow

2. Listen and respond to various music styles (e.g., march).

33	Alphabet Action	action song		respond to different styles
112	Leprechaun March			create movement
63	Wallaby Hop	singalong		create animal movement
147	The Great Gate of Kiev	Classical music listening	slow	respond to the style with movement
148	Symphony No. 4	Classical music listening	fast	respond to the style with movement

Grade One	1. Identify and demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).	Reading songs (and Kodaly worksheets) in Musicplay 1 have students naming notes and demonstrating both the rhythm using rhythm names and the melody: 4 Snail lsm 9 Choo Choo Train sm 12 Counting song sm 20 Bye Low Baby Oh 34 Bounce the Ball ls m 36 Cuckoo sm 37 Lucy Locket lsm 41 Hello Game sm 47 Lemonade sm 55 Strawberry Shortcake lsm 60 Tommy Tiddlemouse lsm 69 Tick Tock ls m 71 Mr. Potato Head smd 74 We Are Dancing ls m 76 Bee Bee Bumblebee smd 87 Hurry Easter Bunny smd 89 Bunny Hides the Basket Basket 90 Hurry Easter Bunny 94 Apple Tree 96 Old Dog Full of Fleas 101 How Many Fingers smd
	2. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).	The sequential curriculum that is the core of Musicplay has students using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).
	3. Identify same/different phrases.	Teacher's Edition: Page 31 Form 32 Peace in My Heart 34 Bounce the Ball 37 Lucy Locket 64 Un Deux Trois

Grade Two	1. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).	There are 33 reading songs in Musicplay 2 to use for reading solfege and/or rhythms. These begin with so-m and progress to ls mrd songs. The Italian terms for tempo and dynamics are introduced in Musicplay 2.
	2. Identify and respond to the patterns of same and different phrases in simple poems and songs.	Teacher's and Student: #7, #18, #20#24, #36, #55
Grade Three	1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).	Musicplay 3 Teacher's Edition and Student Edition: There are 24 "reading" songs in Musicplay 3. Writing worksheets for these songs have students learning solfege. Students will read the rhythms of these songs as well as the solfege. Dynamics and tempo terms are also introduced in Musicplay 3 teacher's and student editions  Solfege and Rhythm Songs: # 6, 7, 8, 9, 10, 12, 16, 17, 22, 23, 29, 31, 42, 43, 50, 52, 56, 66, 68, 78, 80, 83, 92, 95 Tempo and dynamics: #5, 10, 15, 22, 57, 80, 83 Written exercises for students to review: student edition page 33, 49 Listening Resource Kit 3: Dynamics pg. 10, Tempo pg. 11, Articulation pg. 12, Listening Log requires aural identification and labeling
	2. Identify how elements of music communicate ideas or moods.	Listening Resource Kit 3: Listening Log pg. 8, Response Journal, pg. 9
	3. Identify and respond to simple music forms (e.g., rondo, AB).	Listening Resource Kit 3: ABA #4, AABB #21, rondo #2 Teacher's and Student Editions: #4, #11
Grade Four	1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).	Listening Kit 4: Page 8 provides charts of needed terms, Listening Log requires aural identification and labeling Student Edition: page 2, 3, 4, 5, 7, 9, 11, 14, 18, 20, 29, 31, Teacher's Edition: Page 161 is an index of reproducibles that are included. These reproducibles provide written practice in identifying appropriate vocabulary and music terms for 4th Grade.
	2. Identify how elements of music communicate ideas or moods.	Listening Resource Kit 4: Listening Log and Response Journal
	3. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).	Listening Resource Kit 4: ABA, rondo, theme and variations  Teacher's Edition and Student Books: rounds: Song # 10, 15, 29, 44 47, 75, 76, 85 Partner Songs: 33, 80

**Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.**

Kindergarten	3. Identify the sources of a wide variety of sounds.	Musicplay for Kindergarten Big Book: page10, 18, 23, Teacher’s Edition: Song #13- Loud Voice-Quiet Voice and following activities
Grade One	4. Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums) visually and aurally.	Musicplay 1 Big Book: page 52 – identify instruments Teacher’s Edition: Song #3, 8, 51, 67, – play and identify classroom instruments
Grade Two	3. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer).	Listening Resource Kit 2: Pages 12,13, 14, 15 instrument identification Student Edition: page 56-59 instrument identification Teacher’s Edition: page 144-147
Grade Three	4. Identify the four families of orchestral instruments visually and aurally.	Listening Resource Kit 3: Page 14-17 instrument families Student Edition: page 21 31, 33,44 Teacher’s Edition: following song #31,52, 53, 71
Grade Four	4. Classify instruments by the four families of the orchestra.	Listening Resource Kit 4: Page 10-13 Student Edition: Page 58-59 Orchestra Bingo: Worksheets and Bingo Game provide much practice
	5. Describe the way sound is produced on various instruments and with the human voice.	Listening Resource Kit 4: Page 10-13

**Benchmark C: Discuss and evaluate individual and group music performance.**

Kindergarten	4. Identify when an individual is performing.	Big Book: page 8, Voices Teacher’s Edition: Song 7, Song 13
Grade One	5. Recognize and discuss individual and group performance.	Teacher’s Edition: Song #10 – students discuss solo and choir voices Song 61 – students discuss audience behavior Page 127 – Audience behavior when listening to Listening CD37-38 is discussed
Grade Two	4. Discuss individual and group music performance.	Teacher’s Edition: page 148- Listening Log Teacher and Student Edition: Song 17 and 41 uses class, solo voices  Listening Log in Listening Resource Kit 2 is used to discuss discuss individual and group performance.

Grade Three	5. Discuss and evaluate individual music performance.	Song #9, #31, 33, 35, 42 – students discuss and evaluate performance of the song
Grade Four	6. Discuss and evaluate individual and group music performance.	Song #7, 30, 89 – students perform their accompaniments for the song to the class, and students evaluate the performances.  A rubric for evaluating group performance is given following song #89

Grades 5-8

**Benchmark A: Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.**

Grade Five	1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.	Listening Kit 5 includes a Listening Log to have students identify elements of music aurally.
	2. Identify terms related to form (e.g., DC al Fine; DC dal segno; DS al Coda; repeat signs, first and second endings).	Student Book: Page 45 - DS, fine, coda defined Teacher's Edition: Song #64 - terms are defined Songs 23, 42, 51, 53 56, 69, 87 use repeats Song # 64, 78 use DS, coda, fine Song #94 uses DC al fine
	3. Identify selected electronic and world music instruments.	Listening Resource Kit 5: Page 10-13 identify orchestral instruments Listening Selections 22-26 – identify Renaissance instruments  Student and Teacher Editions: #11 – steel drum, #60 – Chinese, #67 Didgeridoo, #76 African drumming, #98 Flamenco
Grade Six	1. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.	Teacher's Edition, Student Edition #27 and Worksheet 13: use of dynamics in the song "In Flander's Fields" Teacher's Edition #9, 13, 14, 15, 17, 10 – Worksheet 14 – tempo Teacher's and Student Edition: Song#118 – simple song with changed elements Student Worksheet 16 – changing an element
	2. Describe the principles of breathing techniques, good posture and tone production.	October Checklist – page 18 Teacher's edition evaluates this
	3. Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.	Listening Resource Kit 5: Page 10-13 identify orchestral instruments  Musicplay 6 Teacher's Edition: Worksheets 11- Timbre orchestral instruments, 12 Timbre of sitar and tabla (Indian), 29 (Greek),

Grade Six	4. Analyze a piece of music with more than one movement using elements of music.	Teacher and Student Editions: #13-14-15 Telemann Sonata
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**Benchmark C: Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.**

Grade Five	6. Differentiate between melody and harmony.	Teacher's Edition: #7, 16,
Grade Six	5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.	Teacher's Edition: Student Worksheet #45
	4. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.	Teacher's Edition: #22, 64

**ACADEMIC CONTENT STANDARDS**

**Valuing Music/Aesthetic Reflection**

Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

Grades K-4

**Benchmark A: Reflect on their own performances and the performances of others.**

Kindergarten	1. Participate in developmentally appropriate music activities.	Teacher's Edition: #66 , #143, #174- reflect on performance
Grade One	1. Participate in developmentally appropriate music activities.	Teacher's Edition: #13-Hickory, evaluate performance #25, 29, Listening Resource Kit 1: Listening Log
Grade Two	1. Participate in developmentally appropriate music activities.	Listening Resource Kit 2: Listening Log
Grade Three	1. Participate in developmentally appropriate music activities.	Listening Resource Kit 3: Listening Log, Response Journal Teacher's Edition: #9 - listen and evaluate Rocky Mountain #35 - listen and reflect on new verses, 360
	2. Develop criteria for reflecting on their performances.	Teacher's Edition: #35- listening and evaluating #65 Eating is Fun - develop criteria 89 - reflect on performance
Grade Four	1. Participate in developmentally appropriate music activities.	Listening Resource Kit 4: Listening Log, Response Journal Teacher's Edition: #83-Whacky Music, reflect, December week 3 - reflect on holiday concert
	2. Develop criteria for reflecting on their performances and the performances of others.	Teacher's Edition: #7 (Pizza) Listen and evaluate #18 - listen and evaluate #19 - listen, #40 - listen and compare

**Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.**

Kindergarten	2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	Teacher's Edition: #25-26 discuss concert behavior #147-148 discuss concert behavior #174 - discuss concert behavior
Grade One	2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	Listening Resource Kit 1: Listening Log, Conductor of the Day Teacher's Edition: #5, 8, 25 (listen and evaluate) pg 19 - concert manners, #61 - discuss concert etiquette Page 159 - draw pictures to show concert behavior (song#90)
Grade Two	2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	Listening Resource Kit 2: Listening Log, Concert Manners pg. 72 Teacher's Edition: September week 2, week 3 October week 3
Grade Three	3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.	Listening Resource Kit 3: Listening Log Teacher's Edition: #65 September week 3 October week 2
Grade Four	3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	Listening Resource Kit 4: includes Listening Log, Response Journal, Concert Manners (pg 68) and Concert Review (pg. 69)

**Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.**

Kindergarten	3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).	Teacher's Edition: #57, #66 - identify purpose of the song (Hanukkah and Christmas) #81 - 100 Day, #93 Valentine's Day #143 - Mother's Day
	4. Listen and respond to various music styles (e.g., march, lullaby).	#112 - march to Leprechaun March #131 - move like "worms" to Spaceworms #69- Ha Ha Thisaway - move in various ways to the music
Grade One	3. Respond physically to a variety of age-appropriate music.	Listening Resource Kit 1: Move to the music #6, 7, 8, 9, 10, 11, 12 etc. Teacher's Edition: #1, 3, 4, 5, etc.
	4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).	Teacher's Edition includes songs for all holidays throughout the year: Thanksgiving, Halloween, Hanukkah, Christmas, Valentine's, Easter, Mother's Day Identify music for specific purposes: #20 (lullaby), 46 (Hanukkah), 48 (Christmas)

Grade Two	3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.	Listening Resource Kit 2: #3, 4, 5, 6, 7, 8 etc. Teacher's Edition: #7, 23, 28, 29 etc.
	4. Demonstrate how music communicates meaning of text, feelings and moods or images.	Listening Resource Kit 2: Listening Log, #26 Teacher's Edition: Sept. week 3, October week 4
Grade Three	4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.	Listening Resource Kit 3: Listening Log, Response Journals provide opportunities for emotional and/or intellectual responses. Respond physically - create movement #2, 8,12, 27 Teacher's Edition
	5. Demonstrate how music communicates meaning of text, feelings and moods or images.	Listening Resource Kit 3: Listening Log, Response Journals provide opportunities for emotional and/or intellectual responses.
	6. Identify personal preferences for specific music selections.	Teacher's Edition: #3, 6, 13
Grade Four	4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.	Listening Resource Kit 4: Listening Log, Response Journals provide opportunities for emotional and/or intellectual responses. Listening Resource Kit 4: move to music #6, 10, 11, 13, 14, 22 Student and Teacher Editions: #4, 11, 17, etc.
	5. Demonstrate how music communicates meaning of text, feelings and moods or images.	Listening Resource Kit 4: Listening Log, Response Journal, Concert Review ask students to tell how music makes them feel or what the mood of a piece is.
	6. Identify and describe personal preferences for specific music selections.	Listening Resource Kit 4:Response Journals Teacher's Edition: Concert Review

Grades 5-8

**Benchmark A: Reflect on and describe how music performance and settings affect audience response.**

Grade Five	1. Describe audience etiquette associated with various music performances and settings.	Listening Resource Kit 5: pg 69 - Concert Manners Teacher's Edition: #15 - Listening, audience manners
Grade Six	1. Practice audience etiquette in selected music settings.	Teacher's Edition: Worksheet 44-45 Concert Etiquette and Concert Review
	2. Attend and reflect on a variety of live music performances.	Teacher's Edition: Worksheet 44-45 Concert Etiquette and Concert Review

**Benchmark B: Reflect on why others may have different music preferences.**

Grade Five	2. Identify and discuss aesthetic qualities in their performances and in the performances of others.	Listening Resource Kit 5: pg. 9 - Listening Log pg 70 - Concert Review Teacher's Edition: Reproducible Listening Log pg 188 Teacher's Edition: Song#29 - discuss accompaniments, #36 - discuss voices
	3. Demonstrate how music communicates meaning through text, feelings, moods or images.	Listening Resource Kit 5: pg. 9 - Listening Log, pg. 70 Concert Review
	4. Identify elements of music that contribute to aesthetic qualities in a specific music work.	Listening Resource Kit 5: pg. 9 - Listening Log pg 70 - Concert Review Teacher's Edition: Reproducible Listening Log pg 188 Teacher's Edition: Song#65 - changing instruments
Grade Six	3. Communicate ideas about the importance of music in everyday life.	
	4. Describe the emotional connection to the musical experience.	Student edition: pg 26 - mood in music

**Benchmark C: Justify one's personal preference of music choice using music vocabulary.**

Grade Five	5. Explain how expressive music elements determine the quality of a composition.	Listening Resource Kit 5: pg. 9 - Listening Log, pg. 70 Concert Review
	6. Develop and apply criteria to support personal preferences for specific music works.	Teacher's Edition: Song 79 - which ostinato do you prefer and tell why.
Grade Six	5. Critique a variety of music performances.	Teacher's Edition: Worksheet 44-45 Concert Etiquette and Concert Review

# ACADEMIC CONTENT STANDARDS

## Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

Grades K-4

### **Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.**

Kindergarten	1. Use music and/or found sounds together with dance, drama and visual art.	#18-Gingerbread Man uses LA, art, drama #80 - Pretty Princes - create class book, performance, dance #114 - Nannygoats, create performance
	2. Observe connections between music experiences and another curricular subject (e.g., English language arts).	#18-Gingerbread Man uses LA, art, drama #80 - Pretty Princes - create class book, performance, dance #114 - Nannygoats, create performance
Grade One	1. Use music and/or found sounds together with dance, drama and visual art.	Teacher's Edition: Song #38-39-40 and story of Goldilocks and the Three Bears May week 3: Dramatize the story of Chicken Little Song #94 June week 1: Create an animal program
	2. Identify similar terms (e.g., patterns, texture) in the arts.	June week 1: Venn diagram to compare the "Lion" in art and music.
	3. Recognize connections between music experiences and another curricular subject (e.g., English language arts).	Teacher's Edition #2, 4, 5
Grade Two	1. Respond to music using dance, drama and visual art.	Teacher's Edition: Feb. week 4 - Sea Story uses dance, drama, art March week 4 - Rain program uses dance, drama, art April week 3 - Earth day program uses dance, drama, art
	2. Recognize similarities and differences among the arts, including music, dance, drama and visual art.	Teacher's Edition: Feb. week 4 - Sea Story uses dance, drama, art March week 4 - Rain program uses dance, drama, art April week 3 - Earth day program uses dance, drama, art
	3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).	Teacher's Edition: Song #7 (Inuit), #12 (Ghana), #29 - poem and song

Grade Three	1. Interpret music through dance, drama and visual art.	#53 - Pirate song - dramatize, create dance and art #28, 36, 41, 52 - dance Listening Resource Kit 3: create art #6, 15 (moonlight), 23-26
	2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.	Teacher's Edition: #13, #76, 77, #88
	3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.	Teacher's Edition: #13, #76, 77, #88
Grade Four	1. Interpret music through dance, drama and visual art.	Teacher's Edition: #4, 23, 38, 42 dance Listening Resource Kit 4: #2 - drama, art, #6 - art Listening Resource Kit 4: #11, 22-dance
	2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.	Teacher's Edition: #23, 52
	3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.	Teacher's Edition: #23, 52

**Benchmark B: Describe how music is used in various cultures in the United States.**

Kindergarten	3. Sing songs representing their cultures.	Teacher’s Edition includes songs from Africa, Australia, China, Brazil, Ireland, Israel, Japan, Spain (Spanish), France or French Canada and from the English North American tradition.
Grade One	4. Identify various uses of music in their cultures.	Teacher’s Edition includes songs from Africa, Australia, China, Brazil, Ireland, Israel, Japan, Spain (Spanish), France or French Canada and from the English North American tradition.
Grade Two	4. Identify various uses of music in the United States.	Musicplay 2 includes songs from Canada, the USA, Africa, Japan, Hungary and Japan. It includes songs in French and Spanish. Music is included for special days celebrated in the USA.
Grade Three	4. Identify similarities and differences in music of the United States.	Musicplay 3 includes songs and listening examples from many cultures - French, Spanish, Native American, Japanese, Inuit, Maori and Irish.

**Benchmark C: Identify and describe roles of musicians in various music settings.**

Kindergarten	4. Identify a musician.	Teacher’s Edition: #25-26, #59, #67,
Grade One	5. Recognize a musician.	Teacher’s Edition page 19, 81, 82,
Grade Two	5. Identify the role of a musician.	
Grade Three	5. Discuss that some people write music, direct music and/or perform music as jobs.	Listening Resource Kit 3: Conductor of the Day Teacher’s Edition - January week 2, April week 4, Example #48
Grade Four	5. Describe roles of musicians in various music settings.	Teacher’s Edition: September week 3, June week 4 Teacher’s Edition: #32

Grades 5-8

**Benchmark A: Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.**

Grade Five	1. Interpret music through dance, drama and visual art.	Teacher’s Edition: #20, #87 - dramatize the song #93 - dramatize, #75, #37 create dance, #85 create Maypole dance Listening Kit 5: #5 - art that depicts the variations, #6 - art to interpret music, #19 - art #10-ribbon dance,
	2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.	Teacher’s Edition: #14 - song as relates to a tall tale, #21 - spooky stories #23 - peace theme,
	3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.	*

Grade Six	1. Describe ways that music relates to other art forms using appropriate terminology.	Student edition: pg 6 - sport as a theme
	2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.	Student edition: pg. 6, song#7 - sport Student edition: pg. 42, song#75 - love as a theme Teacher Edition: #18 - Joy, Discuss *
	3. Integrate art forms into a well-organized music presentation.	Student Edition: pg 33, songs 41-45 - relate the arts

**Benchmark B: Demonstrate ways that subject matter of other disciplines is interrelated with that of music.**

Grade Five	4. Describe how knowledge of music connects to learning in other subject areas.	Teacher's Edition: #39, 40, 41
Grade Six	4. Compare and contrast subject matter common to music and other subject areas.	Student edition: pg. 6, song#7 - sport Teacher's edition: song#7 Student edition: pg. 42, song#57 - love as a theme Teacher's edition: song# 57

**Benchmark C: Identify various ways music affects their lives.**

Grade Five	5. Discuss how culture influences music.	Student and Teacher's Editions: #11 Caribbean - why do you think steel drums are important? #34-35 Native American - learn about Cree and Iroquois #37 Hebrew #40, 73 French Canadian #41 Spanish #47 African American #67-68 Australian #74-75 African #97-98 Spanish
Grade Six	5. Identify different functions and uses of music in their own and other cultures.	Teacher's Edition: Song#4 - pop song project Worksheet 41 - music vocations, avocations Worksheet 22: The Blues Student Edition: #72 - lullaby *

**Benchmark D: Identify various careers in music**

Grade Five	6. Identify the specific skills needed to be a musician.	*
Grade Six	6. Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.	Teacher's Edition: Song#4 - pop song project Worksheet 41 - music vocations, avocations Worksheet 22: The Blues *
	7. Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support).	Teacher's Edition: Song#4 - pop song project Worksheet 41 - music vocations, avocations